



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

(*h*) the results in skill; (*i*) the amount of drill required, etc.; (*j*) the recognition and treatment of natural fatigue and of temporary weakness; (*k*) the recognition and treatment of physical, mental, and moral defects; (*l*) the recognition and treatment of the child's individual interests and marked peculiarities.

III. School management.

1. The daily program: Should it be flexible or fixed? Grouping of pupils. Basis of promotions.

2. Order: What it is. Its relation to the ideal of education. Self-government. How far is it possible? Liberty *versus* license. Relation of privilege to responsibility. Relation of school democracy to national democracy. Is a democratic school organization for purposes of government advisable?

IV. Relation of school to organized society.

PEDAGOGY OF THE KINDERGARTEN.

BERTHA PAYNE.

THERE is, undoubtedly, great need of unifying the work of the kindergarten and the primary teacher. This need becomes greater as kindergartens multiply within the limits of the public school system. In spite of all that has been said on this subject during the past few years, a tour of visitation reveals the fact that the unification is yet far from being realized. The claim of the kindergarten is that it stands for certain definite principles that should obtain in all education. The consciousness of the possession and use of these truths by the kindergartner is in danger of isolating the kindergarten and putting the kindergartner in a class by herself, unless she looks into the work to be done just beyond her own sphere and tries to understand its meaning and its methods. To the primary teacher looking backward is equally helpful. The ideal training for each is to include practice above and below, and not preparation for work within one narrow limit.

The purpose of this course is to enable the students to take a view of both grades in perspective; to see the growing child both in the kindergarten and the grades; to ascertain the change in treatment demanded by a larger development of powers and interests; to follow the adaptation of subject-matter; and to

trace the application of Froebelian principles both in kindergarten and grades.

The first topic discussed will be the question of subject-matter and its relation to the children of the kindergarten and the first and second grades. What lies for each within the fields of the central subjects of history, geography, and science?

For convenience, the activities of the kindergarten will be grouped for discussion as follows: gift work, occupations, constructive work, games, songs, stories, nature study, and house-keeping.

The adjustment of these activities to the needs of the children requires a special study, which will be made under the head of program-making. This adjustment necessitates child study, which in turn will be undertaken by reviewing some studies that have been made, suggesting others that may be made, and comparing these with Froebel's teachings in the *Education of Man*, and with notes made in his autobiography and letters. *This latter work will be carried on especially with those who register for the entire quarter.*

Some special talks, or round-table conferences, have been arranged for those who desire to discuss problems connected with training of teachers and with supervision.

Gift-work.—1. Froebel's idea of the use of educative play materials: (a) evolution of material in complexity of form and number suited to the development in the children of perception, judgment, and control; (b) presentation of typical characteristics; (c) illustration of general laws of continuity, sequence, etc.

2. Sequence from the standpoint of logic, and sequence from the standpoint of the natural movement of a child's mind. Does the following of either of these two ideas of sequence result in the same development?

3. The "symbolism of the gifts" discussed.

4. Some phases of work and play necessitated by children's varying need of freedom and direction. Free play, imitation, suggestion, invention within limits, and dictation, illustrated.

5. Comparative values of building and designing for little children. Does the desire for conventional design, apart from anything to be decorated, have a large place in the kindergarten, and, if so, why? The limitations of representations of the real with sticks, rings, tablets, and lentils.

6. Discussion of illustrative use of material.

7. Discussion of work seen in the kindergarten and grades of the Model School.

Occupations.—1. Review of Froebel's occupations and their gradual development in his scheme of infant training.

2. Ultimate conception of them : (a) furnish an initial step in the child's identification of himself with the industries of the world ; (b) as a continuous training in working over ideas of form and number and color into new symmetric combinations.

3. The predominance of one or the other of these two conceptions marks a separate school of thought and practice.

4. How can real tests be found for the efficacy of these occupations and of the additions that are being made to them ? Some suggestions are tabulated as follows : (a) physical effect ; (b) reaction on image growth ; (c) need felt by children for the particular form of expression ; (d) industrial relationship ; (e) æsthetic reactions.

5. Discussion on the question of use of "Schools of Work" in the kindergarten and training school.

6. Suggestions for work in wood, pottery, and textiles.

Games and plays.—1. Distinction between plays and games.

2. Evolution of games as children develop : (a) activity for activity's sake ; (b) holding a definite end to be reached ; (c) growing complexity of mode by which end is reached ; (d) competition.

3. Elements of interest : form, repetition, rhythm, concerted action, surprise, suspension, climax.

4. Historic evolution of games. Games of other nations and races, and their function.

5. Dancing games, rhythmic and gymnastic games, and appropriate music.

6. Dramatic plays : (a) nursery finger plays ; (b) plays in which familiar experiences are represented ; (c) illustration of stories ; (d) dramatization of natural phenomena ; (e) the initiative in plays.

7. Discussion of plays and games presented by students for criticism.

8. The principle of play throughout the school.

Stories.—1. Evolution of the story with the enlargement of experience and gain in power of concentration.

2. Nursery rhymes—"Mother Goose;" nursery jingles of all races. Elements of repetition and rhythm. Story of a child's own doings.

3. Dramatic events. Sequence of events without causal relations. Sequence with appreciation of cause and effect.

4. The stories that have lived, and their fitness at various stages of growth. Grading of stories.

5. Tests of good stories for little children.

6. Typical stories for the kindergarten from fairy tale, myth, legend, history, and children's real experiences.

7. Reading to children and story-telling.

8. Bibliography.

Songs.—1. Elements of a good song for little children : (a) purity and variety in melody and accompaniment ; (b) beauty of idea in text ; (c) agreement between text and music ; (d) fitness for the compass of a child's voice.

2. Typical songs sung and discussed.

3. Nature of a child's voice.

4. Use of the piano.

5. Growth of imagery through listening and singing.

6. Treatment of tone-deaf children.

Nature study.—1. Essentials to be held in view in planning nature work for the kindergarten and the first grade. Two conditions to be secured : (a) familiarity with certain objects, phases, and phenomena of nature ; (b) directed observation of particular events with experiment and further observation, direct tracing of effect to causes, and *vice versa*. The latter condition is at a minimum with the youngest group and steadily advances in importance as the children develop.

2. Choice of subjects for directed study. How shall it be determined? (a) phenomena must be familiar, yet must hold some point of newness in appearance, or suggest a question ; (b) some need should be served by the solution of the question, if possible ; (c) transition from cause to effect ; (d) the relation between effect and cause should be within the children's grasp without too long a series of experiments.

3. Two factors of importance in nature study : time, and opportunity for doing.

4. Aquaria, pets, gardens, and the opportunities they furnish for care, experiment, and wonder.

5. Seasonal changes and their meaning for kindergarten children.

Program-making.—1. Principal modes in vogue of correlating subject-matter for the kindergarten for the year and month.

2. Compare with the modes used in the first and second grades. What seems to be the difference ? What should be the difference ? The states of the growing mind and body should condition all change of treatment and enlargement of subject-matter. Study of interests, and of power of control or manipulation of ideas will reveal the chief grounds for diversification between kindergarten and first grade.

3. Three typical bases are found in the following : (a) the songs found in Froebel's *Mother Play Book* ; (b) leading thoughts, as lights, or giving ; (c) the seasons and the changes they bring.

4. Does the review, in play, of home activities furnish a large enough center ? Will it include a full measure of the ideal, the æsthetic, and the ethical ? Does the common life of the children in the kindergarten furnish opportunity for work and service that is a desirable addition to plays and

games? Have cooking, sweeping, dusting, and other forms of work a reason for being in the kindergarten?

5. Should the teaching of form, number, color, and design be made subservient to the accomplishment of real or playful ends in which accomplishment problems are met that must be mastered, problems involving knowledge and use of facts of form, number, etc.

6. Typical programs to be worked out and presented for suggestion and criticism.

Child-study topics.—(1) The growth of motive. (2) Evolution of moral control. (3) Reasonings of children. (4) Typical interests of three-year-old and six-year-old children studied through their manual expression. (5) Typical interests of three-year-old and six-year-old children as found in their plays. (6) Children's lies. (7) Children's fears. (8) Co-operation in play. (9) Religious instincts. (10) A kindergartner's bibliography of child study.

NATURAL SCIENCE.

NATURE STUDY.

WILBUR S. JACKMAN.

It will be the aim in this course: (1) To make the student familiar with the organization of the landscape through a series of studies in the field. (2) To make a detailed study of the materials observed and collected on the field trips. This will be done chiefly indoors, (*a*) by means of experiments in the laboratory, and (*b*) through the use of the collections in the school museum. (3) To show the adaptations of this study to the various stages of child growth as represented in the grades. (4) To show the relation of nature study to other subjects in the curriculum; namely, to history, literature, geography, number work, and all the arts—painting, drawing, modeling, making, reading, and writing. (5) To consider the proper forms for records which should be kept by the pupils who are engaged in nature study. Many of these points will be illustrated by work done by pupils in the Model School.

The lessons will be based upon a study of the landscape as an organism. It will be considered, first, as a whole, and then through each of its most important related parts. The study, therefore, will be an effort to determine the function that each portion of the landscape performs as a member of the whole, and